

PSCI 4003A
Politics and the Media Tuesday 2:35 - 5:25 p.m.
Please confirm location on Carleton Central

Instructor:	Professor Conrad Winn
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Office Telephone:	613-520-2600 ext. 1195, cell 613-293-6297.
Office hours:	Mon 6-10 p.m. and Tues 12:00-1 p.m. by appointment. Other times also available by appointment.
Normal communication:	All normal communication should be by email to cwinn@connect.carleton.ca . Response within one business day.
Urgent communication:	cjwinn@telus.blackberry.net – to book a meeting to be held over the phone or in person for urgent medical/personal matters or to change an appointment. In urgent situations, the phone should be used as a supplement with messages to be left only on the cell phone: cell 613-293-6297.
Email-requirements:	Student email must be from a Carleton email account and must have the following subject heading: "PSCI [course number], [your name as it appears on university records], [purpose, e.g. to discuss a paper or submit a paper]."

Information Other Than Weekly Topics

Course Objectives

The course provides an overview of scholarship and lay knowledge of mass communications and politics. Special emphasis is placed on Canada in discussions and assignments and on U.S. writing because of the pre-eminence of American scholarship and media. As a fourth year seminar, the course is intended to highlight group discussion as a prelude to post-graduate style instruction.

The point of departure for this course is that there is limited resemblance between news and reported news. A practical explanation is that no newspaper could be big enough and no news show long enough to cover all the news. Quite apart from priming, framing, or spin, making choices entails bias.

Most reasonable people can agree on the full range of possible biases. That is the easy part. The difficult aspects of analysis are legion, for example:

- The journalism paradigm that emphasizes reporting what people say rather than what they do;

- ❑ The laziness of audiences and the limitations in the ability of human beings to carry out careful analysis, especially with statistical reasoning, in Daniel Kahneman's famous analysis;
- ❑ The emphasis of public figures on clichés, sound bites, cheap associations and stereotypes, or in Daniel Kahneman's analysis, associative thinking and system 1 shortcuts;
- ❑ Any given bias can vary greatly from one setting to another, for example, owners are apt to want to have and be able to get away with more ability to bias the news in small markets than in major markets within Canada;
- ❑ The complexity of the biases of owners—the common profit-seeking biases of most owners vs. the mix of profit- and power-seeking in the case of Rupert Murdoch, the mix of profit-seeking and electoral ambition in the case of Silvio Berlusconi vs. the mix of electoral ambition, ideology, and profit-awareness in the case of Conrad Black vs. the predominance of ideology and power-seeking in Pinch Sulzberger;
- ❑ The complexity of the biases of the journalists—authentic ideology, ideological accommodation for career advancement (accommodating journalist culture and/or sources), profit maximization, work optimization, and friendship;
- ❑ Biases can vary greatly from one era to another, for example, journalists are apt to be able to get away with more ability to bias the news today than half a century ago;
- ❑ Journalist belief systems can change dramatically, for example, journalists are very open to environmentalist perspectives today while having been very skeptical two generations ago;
- ❑ The paradigms of the intellectual class of which journalists are a segment can shift with profound implications for phenomena or events that are deemed worthy of reporting. Group think or *The Boys on the Bus* syndrome matters;
- ❑ Some parties, interest groups, or actors in the news are more skilled at media influence than others while some movements and countries are more effective than others at using violence and bribery to affect the news;
- ❑ Some of the most serious sources of bias are not easily known, for example, a Prime Ministerial inducement in the form of (a) job offers to working journalists or subsidies to owners or (b) CRTC or cabinet threats, latent or manifest, against ownership interests in the form of adverse licensing decisions;
- ❑ Some grave forms of bias, sometimes driven by extreme fear, become known only after the fact, for example, CNN collusion with Saddam Hussein, or biases that are known to relatively few people, for example, Reuters' doctoring of photos or, not widely known til recently, Rupert Murdoch's manipulation of British politics;

- ❑ Reporting is affected by many factors beyond the control of media—the ability to gain physical access to a country or a person, staff security, reporting costs, the costs of detailed background analysis, litigation costs, etc.;
- ❑ The competitive structure of media systems, for example, the emergence of the Internet, Fox News, and satellite broadcasting; and
- ❑ The impact of technology.

Compounding the problem of the wide variety of sources of bias are economic pressures in the media. Whether media organizations are privately held, publicly traded, or government owned, their managers have an economic interest in downplaying all sources of bias to maintain the confidence of audiences, advertisers, sponsors, and taxpayers as the case may be. They would want to obscure evidence of media collusion with businesses, government departments, politicians, overseas dictatorships, terrorists, advertisers, audiences, or other self-interested parties.

Journalists share the economic interests of their bosses. They also have an economic interest in obscuring their own leftwing biases on the one hand and their private entrepreneurial activities on the other. In the style of limousine liberals, they may even use the former to obscure the latter.

If the role of journalists is to audit newsmakers, it is the job of academics to audit journalists. The analysis provided by academics is constrained by biases too. One is that academics in the social sciences are as leftwing as journalists, sometimes extremely so. Another is that academic and media time cycles are so different—years for the former, hours for the latter. Academics are often outstanding at analyzing readily available information such as Statistics Canada data but less effective at analyzing obscure information. Sequestered in the modern monastery, they are more likely to re-analyse widely mediated information than contribute inherently new information themselves. Finally, academics can suffer from the human predilection for lazy and stereotypical thinking.

Texts

No texts in a classical sense. But students are encouraged to purchase and read Tom Watson & Martin Hickman, *Dial M for Murdoch: News Corporation and the Corruption of Britain* (London: Penguin, 2012). Students are also encouraged to consider Daniel Kahneman, *Thinking, Slow and Fast* because of its significant for understanding how people think. The author is the only psychologist to have ever won the Nobel Prize in Economics.

Other Source Material

Students will benefit considerably from regular access to orthodox traditional media such as CBC, CNN, *Globe and Mail*, and *Ottawa Citizen*, unorthodox traditional media such as Fox News Channel, TV5, *Le Devoir*, *Weekly Standard*, and the Zerbisias column in the *Star*, new media such as salon.com, honestreporting.com/ca, littlegreenfootballs.com, mediaresearch.org, instapundit.com, discoverthenetworks.org,

and dailymkos.com, new media aggregators such as townhall.com, pajamasmedia.com, and new micro-media such as danielpipes.org and memri.org.

Evaluation at a Glance

Class Discussion	50%
Term Paper (Nov 20)	50%

Each student's grade will normally be derived as follows: 50% for contributions to class discussion including weekly preparations from the reading list and media sources on media, 50% for independent research submitted in the form of a term paper on approved topics, below..

Evaluation Details

Class Discussion. Students will be graded for the quality of their discussion of assigned readings for the week and, secondarily, of media treatment of events of the preceding week. A good familiarity with the week's readings and uninterrupted attendance, except for health and other exigencies, are required for passing. Students are expected to have read at least two (2) assigned readings for a given seminar meeting and to be regular followers of current events through the main newspapers and Internet sources (*see Source Material, below*).

Class Presentation. Each student is to make a 3 minute lecture on his/her independent research. Early presenters are not expected to discuss findings but should instead focus on the *raison d'être* of the project and strategies for carrying it out. At the time of their presentation, presenters are expected to distribute to each student a 1 page, point-form outline of their lecture.

Writing Style. Any conventional Anglo-American spelling or essay style is acceptable except that all references should be complete, including page numbers, and appear in footnotes and in no other form (e.g. no endnotes). All papers should be strongly evidentiary, *using citations and documented verbatims liberally*.

Term Paper—Submission. Term papers must be submitted in class November 13th as detailed in "Schedule of Deliverables," below. As confirmation of submission, the same paper must also be submitted electronically to cwinn@connect.carleton.ca by the same day and time. For such electronic confirmatory submissions, the email subject heading must be: "PSCI [course number], [your name as it appears on university records], Term Paper."

Term Paper—Topics. The MSWord-processed paper on one of the following two options:

- A. An empirical examination of media treatment or non-treatment of important events or phenomena since 1900 other than the Viet-Nam war. The focus would be on content-analytic evidence of misrepresentation, distortion, or unbalanced treatment in (a) media portrayals of events or (b) media

treatment of phenomena or (c) editorial advocacy. The ideal essay presents objective and often quantitative evidence on both the phenomena that are reported and the reporting of the phenomena. The following is a partial list of possible topics:

- a. Hitler pre-1939;
- b. Holocaust during WWII;
- c. the Katyn Forest Massacre or other Soviet murders prior to 1945;
- d. Castro and Batista regimes;
- e. the U.N. human rights apparatus, the murderous regimes that dominate it, and its conduct;
- f. portrayal of the Assad regime over the course of its history;
- g. a comparison of the quantitative evolution of the debt of a government (e.g. Ontario) and its portrayal in the media;
- h. U.S. media treatment of federal spending vis-à-vis the growth in liabilities.

OR

- B. Propose revisions to the syllabus to this course. Within the existing paradigm of the course, you are free to recommend wholesale changes to themes and assigned readings or mainly changes to assigned readings. When recommending changes to assigned readings, you must recommend at least 1-2 deletions for every addition. Every recommendation for either subtraction or addition should be based on careful reasoning and/or supportive evidence. Grading will be based at least as much on the quality of the reasoning or supportive evidence than on the given recommendation (i.e. the instructor does not need to agree with the suggestions to assign the grade of A).

Term Paper—Individual and Team Authorship. Term papers may be submitted as individual or team efforts. In the case of team efforts, the instructor reserves the right to interview authors individually and grades may be adjusted as a result. Except in the case of plagiarism, interviews may result in a higher grade and will almost never result in a lower grade.

Term Paper—Instructor Permission. Students should provide a brief outline by email as early in the term as possible and receive permission by email in order to proceed. At the student's discretion, correspondence may be preceded or followed by discussion. The main purpose of requiring permission is to ensure that the student's project is not unduly burdensome.

Late Term Papers. Term papers submitted through the Departmental box will have a basic deduction of 3 grade points (e.g. reduced from B+ to C+) plus 2 extra grade points for each day past due. The Department date stamps submissions to the box at 4 p.m.

Academic Infractions. A student who, without written authorization, submits or has submitted the same paper to another course will automatically receive a failing grade. Plagiarism will also result in a failing grade for the course.

Plagiarism and Proper Use and Citation of Sources. An excellent set of sources and source of counsel may be found at www.library.ualberta.ca/guides/plagiarism/.

Schedule of Deliverables. Paper is to be submitted in class November 23 following procedures specified in "Term Paper Submission," above.

Early Performance Feedback. This course does not lend itself to early, formal feedback but students should feel free to seek informal, oral feedback from the instructor.

Reaching Professor Winn

Consulting times are by appointment and normally in consulting hours. Students are encouraged to use email (cwinn@connect.carleton.ca) to discuss brief topics, send writing for comment, seek feedback, book an appointment, or request a telephone conversation. Emails requesting a conversation by phone should list the student's full name, phone number, and time periods when the instructor's return phone call might work. Barring technical difficulties, email messages are normally returned within a business day.

Students arriving to discuss a term paper are requested to bring a typed outline of their thoughts, however preliminary or tentative their thoughts might be.

To minimize the risk of accidental deletion in an era of junk mail, emails must have the following in the subject heading: "PSCI [course number], [your name],[purpose of email]." Students are obliged to check the email addresses they have given to the university for possible email from the instructor at least weekly on the evening before or the morning of class.

Comment Codes When Term Papers Are Returned:

VG = very good substantive point

VG evid = very good use of evidence, sourcing, or citation material

S = style cumbersome or poor

M = meaning unclear

Gr = grammatical problem

Sp = misspelling

Wd = inadequate choice of word(s)

NS = non sequitur

Evid = inadequate or inappropriate evidence

Inf = style too informal for an academic paper

Weekly topics and readings

1. Introduction (September 11)

(a) Overview

Overview of weekly readings. Participation and reading expectations. Option for providing written commentaries by preceding Sunday 6 p.m. Preview of readings for the coming week.

(b) Introduction to key concepts and prisms

Tools: causal modeling, content analysis, and surveys, and the multiplicity of drivers.

Barriers to understanding: type I thinking (Kaheman); university ideology; media rationalization; journalism ideology; typologies of news; latency of newsmakers and news suppressors.

(c) Overview of term paper options.

(d) Key source material on democide. Stéphane Courtois, *et al*, *The Black Book of Communism: Crimes, Terror, Repression* (Cambridge, MA: Harvard, 1999). Also R.J. Rummel, *Power Kills* or his *China's Bloody Century* or his *Statistics of Democide*.

(e) Overview of *Dial M for Murdoch*.

2. Prisms (Sept. 18)

(a) Human Prisms—Characteristics and Limitations of Human Beings

Review Daniel Kahneman, *Thinking, Fast and Slow* (New York: Farrar, 2012), especially Parts I-III.

(b) University Prisms

Roger Kimball, *Tenured Radicals: How Politics Has Corrupted our Higher Education* (1998)

Leszek Kolakowski, *Main Currents of Marxism: The Founders, The Golden Age, The Breakdown* (W. W. Norton, 2001).

Daniel Pipes, "The Rot in Our [Canadian] Universities," *National Post*, January 30, 2003

"Faculty Follies," *The New Criterion* (June, 2005)

Roger Kimball, "Retaking the University," *The New Criterion* (May 11, 2005)

"A Thank you to Ward Churchill," *The New Criterion* (April, 2005) and "Ward Churchill, and more...." in *Weekly Standard* Vol. 010 (June 20, 2005) 38.

E. Karsh, "Columbia and the Academic Intifada," *Commentary* (July-August, 2005)

David Horowitz, *The Professors: the 101 Most Dangerous Academics in America* (Regnery, 2006)

Margaret Somerville, "Facing up to the Dangers of the Intolerant University," *Academic Matters* (May, 2009)

http://www.academicmatters.ca/current_issue.article.gk?catalog_item_id=2528&category=featured_articles

Cardiff, Christopher R, and Daniel B, Klein, 2005, "Faculty Partisan Affiliations in All Disciplines: A Voter-Registration Study," *Critical Review: An Interdisciplinary Journal of Politics and Society* 17, 2005

Klein, Daniel B., and Charlotta Stem, 2005b, "Professors and Their Politics: The Policy Views of Social Scientists," *Critical Review: An Interdisciplinary Journal of Politics and Society* 17, 2005 (3&4): 257-303

Klein, Daniel B., and Andrew Westem, 2005, "Voter Registration of Berkeley and Stanford Faculty," *Academic Questions* 18(1), Winter: 53-65

Rothman, Stanley, S, Robert Lichter, and Neil Nevitte, 2005, "Politics and Professional Advancement Among College Faculty," *The Forum* 3(1)

<http://www.discoverthenetworks.org/viewSubCategory.asp?id=291>

http://www.discoverthenetworks.org/Articles/CSPC_CampusTerrorism_EDr.pdf.

David Horowitz and Ben Johnson, *Campus Support for Terrorism* (Center for the Study of Popular Culture, 2004).

http://www.discoverthenetworks.org/guideDesc.asp?is_campus_support=1

<http://www.discoverthenetworks.org/ShadowParty.asp>

Jamie Glazov, *United in Hate: The Left's Romance with Tyranny and Terror* (L.A.: WorldNetDaily, 2009)

David Horowitz, *Unholy Alliance: Radical Islam and the American Left*

(c) Think Tank Prisms (overview by Instructor)

3. Special Guest (Sept. 25)

(a) Guest Discussion led by Professor Ian Lee

Carleton's most widely known academic, Professor Lee is winner of the Queen Elizabeth II Diamond Jubilee Medal for "his many contributions to Canada through his leadership in making economic and demographic issues understandable to Canadians."

4. Leftwing Minds, Rightwing Minds, and Paradigms (October 2)

(a) The Leftwing and Rightwing Minds

Jonathan Haidt, *The Righteous Mind: Why Good People Are Divided over Politics and Religion* (New York: Pantheon, 2012), *passim*.

(b) Paradigms and Models

Stefaan Walgrave and Peter Van Aelst "The Contingency of the Mass Media's Political Agenda Setting Power: Toward a Preliminary Theory," *Journal of Communications*. v. 56 pp.88-109.

Alan Rubin, "Uses, gratifications and media effects research" in Jennings Bryant and Dolf Zillmann, eds., *Perspectives on Media Effects* (Hillsdale, N.J.: Lawrence Erlbaum, 1986)

Noam Chomsky, *The Culture of Terrorism* (Montreal: Black Rose, 1988) and Weimann, *The Theater of Terror*, chap. on Chomsky and "critical" perspective

Peter Collier and David Horowitz, eds., *The Anti-Chomsky Reader* (San Francisco: Encounter, 2004).

Steven Globerman, *Cultural Regulation in Canada* (Montreal: IRPP, 1983) and Conrad Winn, "Paradigms and the Evaluation of Cultural Policy," *Canadian Public Administration* (summer, 1984)

Bernard J. Margueritte, "Post-Communist Eastern Europe: The Difficult Birth of a Free Press" (Harvard University Joan Schorenstein Center Discussion Paper D-21, August, 1995)

Mark Hollingsworth and Richard Norton-Taylor, *Blacklist: The Inside Story of Political Vetting*

Paul Revoir (22 Mar 2007) "BBCpays 200,000 to 'cover up report on anti-Israel bias," Daily Mail.

Peter Sissons (22 Jan 2011) "Left bias? Ot's written through the BBC's very DNA" Daily Mail.

Jean Chalaby, "Journalism as an Anglo-American Invention," *Eur. J. of Communication* (Sept., 1996), 303-22 or Chalaby's *The Invention of Journalism* (London: Palgrave Macmillan, 2000).

Marvin Olasky, *Prodigal Press: The Anti-Christian Bias of the American News Media* (Crossway, 1988). www.worldmag.com/world/olasky/Prodigal/index.html

Jim Coyle on misreporting of ostensibly sexist comments of a judge. (August, 2009). <http://mobile.thestar.com/mobile/canada/article/680446>

Harold Innis, *Empire and Communications* and *The Bias of Communication*

George C Edwards III and B. Dan Wood, "Who Influences Whom? The President, Congress, and the Media," *American Political Science Review* (June, 1999) vol. 93, p 327ff.

Anne Morse, "The First Rathergate," *National Review Online* (September 15, 2004).

5. Iraq and Cable News Effects (Oct. 9)

(a) Iraq

Stephen F. Hayes, *The Connection: How al Qaeda's Collaboration with Saddam Hussein Has Endangered America* (New York: HarperCollins, 2004).

Tony Blankley, "Short memories and politically correct lies," *Creators Syndicate and Townhall.com*, July 13, 2005

Baer, Robert, *Sleeping with the Devil*, Crown Publisher 2003.

Laurie Mylroie, *Study of Revenge: Saddam Hussein's Unfinished War against America* (New York: HarperCollins, 2001).

Dan Darling, "The Al-Douri Factor: How one of Saddam's closest Baath party aides came to be an ally of militant Islamists," *Weekly Standard* July 20, 2005.

Stephen F. Hayes & Thomas Joscelyn, "The Mother of All Connections: A special report on the new evidence of collaboration between Saddam Hussein's Iraq and al Qaeda," *Weekly Standard* 07/18/2005, Volume 010, Issue 41.

Christopher Hitchens, "The Case for Regime Change," in Thomas Cushman, ed., *A Matter of Principle* (University of California Press, 2005).

Christopher Hitchens, "'A War to be Proud of,'" *Weekly Standard* (Sept. 5, 2005) and *The National Post* (Sept. 3, 2005).

(b) Cable News Effect

Joe Flint, "CNN ad pitches two rivals a curve: The ratings gauge it uses to claim more viewers than Fox and MSNBC is not the one advertisers typically look to," *L.A. Times* (June 17, 2009). <http://www.latimes.com/entertainment/news/la-fi-ct-cnn17-2009jul17,0,4124296.story>

Livingston, Steven. *Clarifying The CNN Effect: An Examination of Media Effects According to Types of Military Intervention*. http://www.ksg.harvard.edu/presspol/Research_Publications/Papers/Research_Papers/R18.pdf.

Wiener, Robert. *Live From Baghdad: Making Journalism History Behind the Lines*. New York: St. Martin's Press, 2002.

Arnold Beichman, *CNN's Cold War Documentary: Issues and Controversy* (April 2000).

Robinson, Piers, "The CNN Effect: Can the News Media Drive Foreign Policy?," *Review of International Studies* (April, 1999).

Robinson, Piers. *The CNN Effect: The Myth of News, Foreign Policy and Intervention*. New York: Routledge, 2002.

Daniel M. Kimmel, *The Fourth Network: How Fox Broke the Rules and Reinvented Television* (Chicago, 2004)

Stefano Della Vigna and Ethan Kaplan, "The Fox News Effect: Media Bias and Voting" <http://elsa.berkeley.edu/~sdellavi/wp/foxvote06-03-30.pdf> (Berkeley, 2006)

6. Audiences and Agenda-Setting (Oct. 16)

The PEW Research Center, *News Audiences Increasingly Politicized: Online News Audience Larger, More Diverse* www.people-press.org/reports/display.php3?ReportID=215 Released: June 8, 2004

Scheufele, Dietram A. and David Tewksbury. "Framing, Agenda Setting and Priming: The Evolution of Three Media Effects Models." *Journal of Communication* 57, (2007), 9-20.

David T. Z. Mindich, *Tuned Out: Why Americans Under 40 Don't Follow the News* (New York: Oxford University Press, 2005), pp. 28-29.

Shanto Iyengar and Donald R. Kinder, *News That Matters* (Chicago: University of Chicago Press, 1987)

Kim, K. & McCombs, M. (2007). News story descriptions and the public's opinions of political candidates. *Journalism and Mass Communication Quarterly*, 84, 299-314.

Gabriel Weimann and Conrad Winn, *Hate on Trial: the Zundel Affair, the Media, and Public Opinion in Canada*

Gary Mauser, "The Failed Experiment, Gun Control and Public Safety in Canada, Australia, England and Wales and the Firearms Act," *Public Policy Sources*

(Vancouver: Fraser Institute, Nov., 2003).

<http://www.sfu.ca/~mauser/papers/failed/FailedExperiment.pdf>

D. Currie, "The Libel Tourist Strikes Again," *The Weekly Standard* August, 20, 2007.

<http://www.latimes.com/news/opinion/la-ed-privacy28-2009jun28.0,1364823.story>.

The news that fits its times: When is a politician's love life not worth media attention? When the public no longer cares.

Tom Rosenstiel, Marion Just, Todd Belt, Atiba Pertilla, Walter Dean, and Dante Chinni, *We Interrupt This Newscast: How to Improve Local News and Win Ratings, Too*. (New York: Cambridge University Press, 2007).

Lowry, Dennis T., "Network TV News Framing Of Good Vs. Bad Economic News Under Democrat And Republican Presidents: A Lexical Analysis Of Political Bias," *Journalism & Mass Communication Quarterly* (Autumn, 2008).

Hollander, Barry A., "Tuning Out Or Tuning Elsewhere? Partisanship, Polarization, And Media Migration From 1998 To 2006," *Journalism & Mass Communication Quarterly* (Spring, 2008) p23-41.

Iyengar, Shanto; Hahn, Kyu S., "Red Media, Blue Media: Evidence of Ideological Selectivity in Media Use," *Journal of Communication* (Mar, 2009), p19-39.

Yue Tan; Weaver, David H, "Agenda-Setting Effects Among The Media, The Public, And Congress, 1946-2004," *Journalism & Mass Communication Quarterly*, Winter, 2007, Vol. 84 Issue 4, p729-744, 16p.

<http://www.hurriyetdailynews.com/n.php?n=why-golda-meir-was-right-2011-08-23&tr=y&aid=9386458> re data on mortality in Middle East wars.

7. Competing Elites and their Values-I (October 23)

(a) Owners

Watson & Hickman, *Dial M for Murdoch*, chaps. 1-10.

Chris Cobb, *Ego and Ink: Inside Story of Canada's Newspaper War* (Toronto: McClelland and Stewart, 2004), *passim*.

(b) Journalists

James Fallows, *Breaking the News: How the Media Undermine American Democracy* (Pantheon, 1996) or George Bain, *Gotcha: How the Media Distort the News* (Toronto: Key Porter, 1993)

Brian C. Anderson, *South Park Conservatives* (Regnery, 2005)

Robert Lerner, Althea K. Nagai, and Stanley Rothman, *American Elites* (Yale, 1996). Stanley Rothman and R. Lichter, "Personal Ideology and Worldview-A Comparison of Media and Business Elites", *Br. J. of Pol. Sci.* 9(Jan., 1985), 29-49. Stanley Rothman and R. Lichter, "Media and Business Elites: Two Classes in Conflict," *Public Interest* (1982), 117-25. Stanley Rothman and Amy E. Black, "Media and Business Elites: Still in Conflict?" *The Public Interest* (Spring 2001), pp 72-86

Lydia Miljan and Barry Cooper, *Hidden Agendas* (Vancouver: UBC Press, 2003).

Marsha Barber and Ann Rauhala. "The Canadian News Directors Study: Demographics and Political Leanings of Television decision-makers," in *Canadian Journal of Communication* Vol. 30 (2005).

Max West, "[Mansbridge] Ordered Reporter to Read Pro-Liberal Message On Air," May 12, 2004, <http://www.thepolitic.com/archives/2005/05/12/cbcs-mansbridge-ordered-reporter-to-read-pro-liberal-messages-on-air/>.

Conrad Winn, "CBC Television News Has a Bias Problem," *Policy Options* (July-August, 2002).

Morton Keller, "In Media Disgrace: American Media and the Collapse of Standards," *Hoover Digest* (Summer, 2004). www.hooverdigest.org/043/toc043.html

Myrna Blyth, *Spin Sisters* (New York: Martin's, 2004).

L. Brent Bozell, *Weapons of Mass Distortion* (Alexandria, VA: Media Research Center, 2003). See MRC's website

William Johnson, "Et Si C'Etait de Anti-Semitisme," *Cite Libre* (nov.-dec., 1996), 31-34 and "Anti-semitisme en France et Anglophobie au Quebec," *Cite Libre* mars-avril 1996)

8. Competing Elites and their Values-II – (Oct. 30)

(a) Owners

Watson & Hickman, *Dial M for Murdoch*, chaps. 11-15.

Martin Gilens and Craig Hertzman, "Corporate Ownership and News Bias: Newspaper Coverage of the 1996 Telecommunications Act," *Journal of Politics* (May 2000), 369-86.

Laurel Leff, *Buried by the Times: The Holocaust and America's Most Important Newspaper* (2004).

(b) Journalists, their Protégés, and More Internet Riposte

Michael Moore, Stupid White Men...And Other Sorry Excuses for the State of the Nation! (Regan Books, 2004) and David T. Hardy and Jason Clarke, Michael Moore Is A Big Fat Stupid White Man (ReganBooks, 2004)

Thomas Bateman *et al*, "Roger, Me, and My Attitude: Film Propaganda and Cynicism Towards Corporate Leadership," *Journal of Applied Psych* (1992), 768-771.

Gerard Baker, "Why blame the terrorists? Apparently we can agree that it's Britain's Fault," *Times* July 15, 2005, <http://www.timesonline.co.uk/article/0,,19269-1694666,00.html>.

Shiv Malik, "'Guardian' man revealed as hardline Islamist," *The Independent* 17 July 2005, <http://news.independent.co.uk/media/article299681.ece>. July 18, 2005

Daily Ablution on "Deafening Silence from the Guardian," July 18, 2005, <http://dailyablution.blogspot.com/>.

Pajamas Media on how the *New Republic* Got Suckered.
http://www.pajamasmedia.com/2007/08/how_the_new_republic_got_sucke.php

Michael Barone, "Our Titus Oates," *U.S. News and World Report*, July 18, 2005 re NYT prevarications.

Jim A. Kuypers, *Press Bias and Politics: How the Media Frame Controversial Issues* (Praeger: London, 2002)

Tim Groseclose, *Left Turn: How Liberal Media Bias Distorts the American Mind* (St. Martin's Press, 2011)

9. Competing Elites-III (Nov. 6)

(a) Owners

Watson & Hickman, *Dial M for Murdoch*, chaps. 16 to conclusion.

(b) Journalists and the Internet

Bernard Goldberg, *Bias: A CBS Insider Exposes How the Media Distort the News* (New York: Regnery, 2000) and his *Arrogance: Rescuing America from the Media Elite* (New York: Warner, 2003).

David P. Baron, "Persistent Media Bias," *Journal of Public Economics* 2006: 3-4.

Dave Eberhart, "How the Blogs Torpedoed Dan Rather," *NewsMax.com*
<http://www.newsmax.com/archives/articles/2005/1/28/172943.shtml>, Monday, Jan. 31, 2005.

Misti McDaniel and David Perlman, "The Ascent of Blogging," *Nieman Reports*, Fall 2005, pp. 60-66. p. 61.

Glenn Reynolds, *An Army of Davids: How Markets and Technology Empower Ordinary People to Beat Big Media, Big Government, and Other Goliaths* (2006)

David Colker, "Twitter fell in attack on anti-Russian blogger, experts say," *L.A. Times* August 8, 2009. <http://www.latimes.com/business/la-fi-twitter8-2009aug08,0,1782084.story>

Thomas B. Edsall, "The People and the Press: Whose Views Shape the News?" *Public Perspective* (July-August, 2001), 29-31. Bill McInturff and Lori Weigel, "Servants of the People: Political Leadership and the Public Voice," *ibid.*, 32-35.

O. Koltsova, "News Production in Contemporary Russia: Practices of Power," *European Journal of Communications* (Sept. 2001)

Mona Charen, *Useful Idiots* (Washington, D.C.: Regnery, 2004).

Stephen Moore and Richard Noyes, eds., *Dollars & Nonsense: Correcting the News Media's Top Economic Myths* (Alexandria, VA: Media Research Center, n.d).

Lindsey Tanner, "Study Finds One-third of Medical Studies are Wrong," Associated Press, July 13, 2005.

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10. International Affairs-Key Issues in History (Nov. 13)

S. J. Taylor, *Stalin's Apologist* (Toronto: OUP, 1989)

Humberto Fontova, *Exposing the Real Che Guevara: And the Useful Idiots Who Idolize Him* (New York: Penguin, 2007) and/or his *Fidel: Hollywood's Favorite Tyrant* (Regnery, 2005).

David J. Bercuson and S.F. Wise, eds., *The Valour and the Horror Revisited* (Montreal: McGill-Queen's, 1994)

G. Lichtheim, "All the News That's Fit to Print", *Commentary* (Oct., 1965)

Gary Moore, "Reporting Nicaragua", *The National Interest* (summer, 1986), 79-87.

F. R. Gannon, *The British Press and Germany* (Oxford: Clarendon, 1971)

Allen Weinstein and Alexander Vassiliev, *The Haunted Wood: Soviet Espionage in America* (1999)

Esther Delisle, *Myths, Memories, and Lies: Quebec Intelligentsia and Its Fascist Temptation* (Montreal, Davis, 1998).

Eytan Gilboa, "Television News and U.S. Foreign Policy." *Press/ Politics*. Vol. 8, Issue, 4. Fall 2003. pp. 97- 113.

Walton, C Dale. *The Myth of Inevitable US Defeat in Vietnam*. London: Frank Cass, 2002

R. J. Rummel, *Power Kills* or his *China's Bloody Century* or his *Statistics of Democide*.

11. Middle East and Islam (Nov. 20)

<http://www.danielpipes.org/8257/nazi-propaganda-for-the-arab-world>

Matthias Kuntzel, *Jihad and Jew-Hatred: Islamism, Nazism and the Roots of 9/11* (Telos Press, 2007)

Jeffrey Herf, *Nazi Propaganda for the Arab World* (New Haven: Yale University, 2009)

Alan Dershowitz, *The Case for Israel* or George Gilder, *The Israel Test* (New York: Vigilantebooks, 2009) or Samuel Katz, *Battleground: Fact and Fantasy in Palestine* (various editions and dates)

Nonie Darwish, *Now They Call Me Infidel: Why I Renounced Jihad for America, Israel, and the War on Terror* (Toronto: Penguin, 2006).

Bat Ye'or, *Islam and Dhimmitude: Where Civilizations Collide* (Fairleigh Dickinson University Press, 2001) or Oriana Fallaci, *The Rage and the Pride* (New York, 2002).

Bernard Lewis, *What Went Wrong? The Clash between Islam and Modernity in the Middle East* (New York: Oxford, 2002) or Fouad Ajami, *Dream Castles of the Arabs* (New York: Random House, 1999).

Edward Said, *Covering Islam* (New York: Pantheon, 1997)

Duncan Currie, "The Libel Tourist Strikes Again" *Weekly Standard* (Aug 20, 2007) <http://www.weeklystandard.com/Content/Public/Articles/000/000/013/987ankei.asp?pg=1>

Fred M. Gottheil, "The Smoking Gun: Arab Immigration into Palestine, 1922-1931," *Middle East Quarterly* Winter 2003 http://www.meforum.org/article/522#_ftn19

K. Makiya, *Cruelty and Silence* (Berkeley, 1992) or <http://www.danielpipes.org/6364/caught-on-tape-middle-east-culture-of-cruelty>

Samuel P. Huntington, *The Clash of Civilizations and the Remaking of World Order*

Conrad Winn et al, "Canada and the Clash of Media Civilizations," in Bernard Debatin, ed., *The Cartoon Debate and Freedom of the Press: Conflicting Norms and Values in the Global Media Culture* (London/Muenster: LIT Verlag, 2007).

Steven Emerson, *American Jihad: the Terrorists Living Amongst Us* (2002) or Stewart Bell, *Cold Terror: How Canada Nurtures and Exports Terrorism to the World* (Toronto: Wiley, 2004).

Paul Marshall, *Their Blood Cries Out* (Dallas: Word, 1997).

Clifford D. May, "Blood Libel: Chirac Should Acknowledge that Israelis didn't Kill Mohammed al-Durra," *Scripps Howard News Service*, March 3, 2005.

12. Campaigns, Advertising, and Theatrics (Symbolic Action) (Nov. 27)

Conrad Winn and John McMenemy, *Political Parties in Canada*, chapter on media
Michael Wheeler, *Lies, Damn Lies, and Statistics: the Manipulation of Public Opinion in America* (New York: Liveright, 1976)

William C. Adams, "Media Power in Presidential Elections" in Doris Graber, ed., *The President and the Public* (Philadelphia: ISHI, 1982)

The Harvard International Journal of Press/Politics, The Issue on Talk Show Democracy '96" (Winter, 1997)

Daniel Druckman *et al*, *Nonverbal Communication: Survey, Theory, and Research* (Beverly Hills: Sage, 1982)

John G. Geer. *In Defense of Negativity: Attack Ads in Presidential Campaigns* (Chicago: University of Chicago Press. 2006)

Brandice Canes-Wrone, *Who Leads Whom? Presidents, Policy, and the Public* (Chicago: University of Chicago Press. 2006). See also the review in POQ (fall, 2006).

Academic Accommodations

The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or pmc@carleton.ca for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your **Letter of Accommodation** at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (*if applicable*). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website for the deadline to request accommodations for the formally-scheduled exam (*if applicable*).

For Religious Observance: Students requesting accommodation for religious observances should apply in writing to their instructor for alternate dates and/or means of satisfying academic requirements. Such requests should be made during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist, but no later than two weeks before the compulsory academic event. Accommodation is to be worked out directly and on an individual basis between the student and the instructor(s) involved. Instructors will make accommodations in a way that avoids academic disadvantage to the student. Instructors and students may contact an Equity Services Advisor for assistance (www.carleton.ca/equity).

For Pregnancy: Pregnant students requiring academic accommodations are encouraged to contact an Equity Advisor in Equity Services to complete a *letter of accommodation*. Then, make an appointment to discuss your needs with the instructor at least two weeks prior to the first academic event in which it is anticipated the accommodation will be required.

Plagiarism: The University Senate defines plagiarism as “presenting, whether intentional or not, the ideas, expression of ideas or work of others as one’s own.” This can include:

- reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the original source;
- submitting a take-home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another’s data or research findings;
- failing to acknowledge sources through the use of proper citations when using another’s works and/or failing to use quotation marks;
- handing in "substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs.

Plagiarism is a serious offence which cannot be resolved directly with the course’s instructor. The Associate Deans of the Faculty conduct a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They include a mark of zero for the plagiarized work or a final grade of "F" for the course.

Oral Examination: At the discretion of the instructor, students may be required to pass a brief oral examination on research papers and essays.

Submission and Return of Term Work: Papers must be handed directly to the instructor and will not be date-stamped in the departmental office. Late assignments may be submitted to the drop box in the corridor outside B640 Loeb. Assignments will be retrieved every business day at **4 p.m.**, stamped with that day's date, and then distributed to the instructor. For essays not returned in class please attach a **stamped, self-addressed envelope** if you wish to have your assignment returned by mail. Please note that assignments sent via fax or email will not be accepted. Final exams are intended solely for the purpose of evaluation and will not be returned.

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Grading: Assignments and exams will be graded with a percentage grade. To convert this to a letter grade or to the university 12-point system, please refer to the following table.

Percentage	Letter grade	12-point scale	Percentage	Letter grade	12-point scale
90-100	A+	12	67-69	C+	6
85-89	A	11	63-66	C	5
80-84	A-	10	60-62	C-	4
77-79	B+	9	57-59	D+	3
73-76	B	8	53-56	D	2
70-72	B-	7	50-52	D-	1

Grades: Final grades are derived from the completion of course assignments. Failure to write the final exam will result in the grade ABS. Deferred final exams are available ONLY if the student is in good standing in the course.

Approval of final grades: Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by an instructor may be subject to revision. No grades are final until they have been approved by the Dean.

Connect Email Accounts: All email communication to students from the Department of Political Science will be via Connect. Important course and University information is also distributed via the Connect email system. It is the student's responsibility to monitor their Connect account.

Carleton Political Science Society: The Carleton Political Science Society (CPSS) has made its mission to provide a social environment for politically inclined students and faculty. Holding social events, debates, and panel discussions, CPSS aims to involve all political science students in the after-hours academic life at Carleton University. Our mandate is to arrange social and academic activities in order to instill a sense of belonging within the Department and the larger University community. Members can benefit through numerous opportunities which will complement both academic and social life at Carleton University. To find out more, please email carletonpss@gmail.com, visit our website at poliscisociety.com, or come to our office in Loeb D688.

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Official Course Outline: The course outline posted to the Political Science website is the official course outline.